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ABSTRACT

Colleges and universities were surveyed to determine their methods of scheduling final exams, and undergraduate students at the University of California at Berkeley were surveyed regarding finals scheduling. Inquiries were sent to 31 schools chosen on the basis of their similarities to the Berkeley campus in size, urban location, and/or use of the quarter system. Most other schools use a similar system, in which a special period is set aside for the final, and each exam group is tied to the regular class hour. Schools on the semester system seem to have the least difficulty with their finals schedules. Approximately 1,000 students of the study sample returned the questionnaire for a response rate of 65 percent. The analysis of the student survey consists of two parts, a statistical analysis by sex of responses to the six closed-ended questionnaire items, and a summary of responses to the open-ended question regarding suggestions for finals scheduling. About 55 percent of the students responded to the open-ended question, and a majority of the responses elaborated on the theme that eliminating night finals is not worth the price of reducing the present one and one half hour intervals between finals. There was a consensus among the women, and among a sizable proportion of the men, that it is risky (especially for women) to be on campus after dark. Appendices provide statistical tables on the responses to questionnaire items. (SW)

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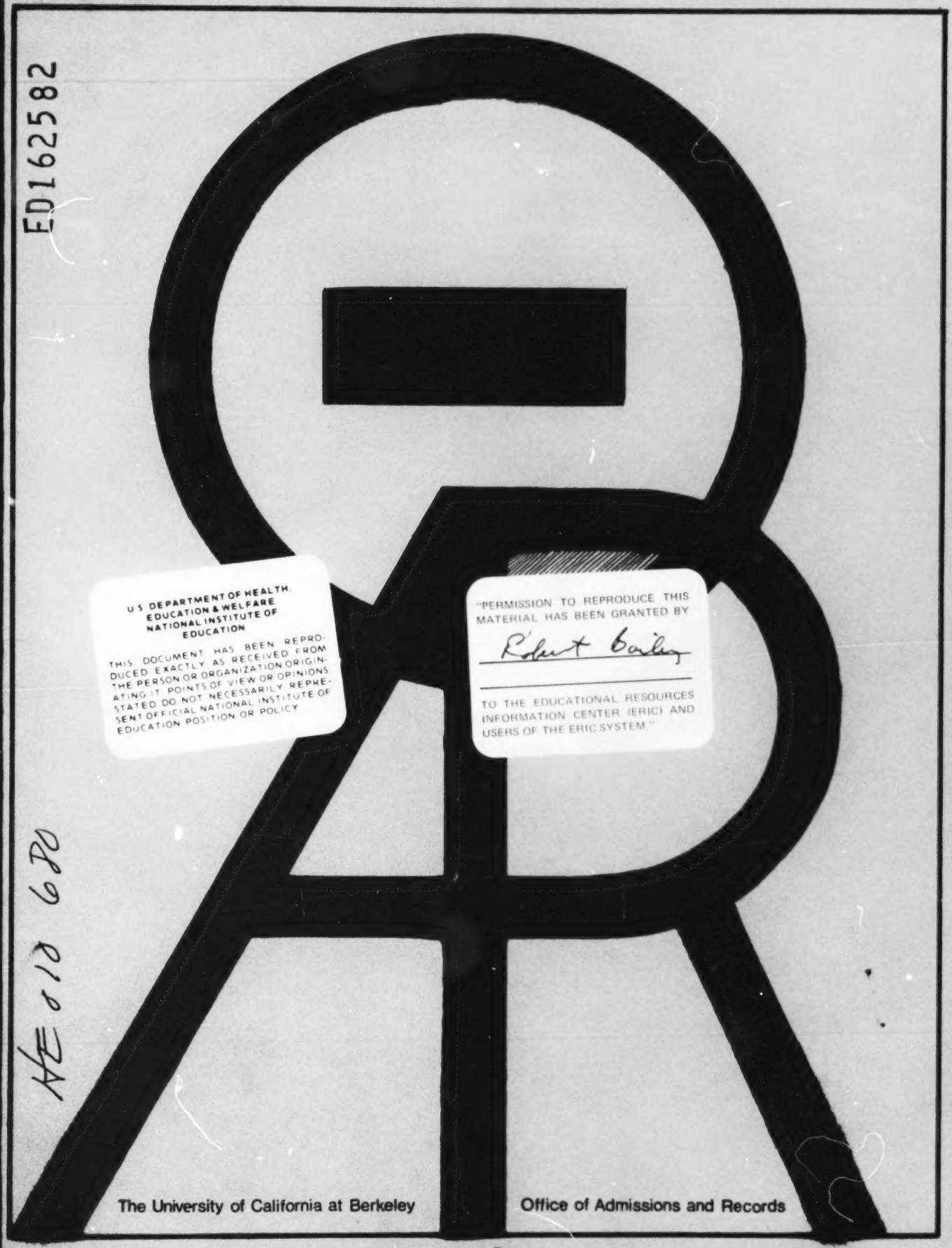

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The University of California at Berkeley

Office of Admissions and Records

A STUDY TO DETERMINE THE FEASIBILITY OF ELIMINATING NIGHT FINAL EXAMINATIONS

An Instructional Improvement Project

September 1978

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Office of Admissions and Records

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SUMMARY OF RECOMMENDATIONS FOR CHANGE
FROM THE "NIGHT FINALS" PROJECT

1. Options to end night finals without sacrificing the present 1½-hour breaks:

   a. Institute three 2-hour finals with one hour breaks between 9:00 to 11:00 a.m., 12:00 to 1:00 p.m., and 3:00 to 5:00 p.m. UC Davis is already on this system, according to several respondents. If three-hour finals were sufficient when Berkeley was on the semester system, then two-hour finals are appropriate to the quarter system. Professors should not place too much weight on the final for the course grade; just the same percentage they would give it on the semester system.

   b. Maintain the present finals schedule for Spring Quarter (it is still light at 8:00 p.m.), but institute a longer exam period for Fall and Winter Quarters, with only two three-hour finals per day (this may be feasible for Fall Quarter with the long break around Christmas, but it would be difficult for Winter Quarter).

2. Retain night finals but increase security measures:

   a. Schedule many more night classes and increase year-round security on campus. Confine evening classes to relatively few major buildings on the perimeter of the campus. Have night finals only for night classes, and in the same buildings where night classes meet (from 7:00 to 10:00 p.m., when parking is available on campus).

   b. Schedule night finals only for large classes in a few main buildings. Provide adequate security for these buildings and encourage students to leave in groups.

c. Allow students who dislike night finals to schedule an alternate time with the professor. Many students may request the alternate time for personal convenience or because they don't functions as well at night, however.

3. Additional Recommendations for Consideration:

a. Increase the visibility (size and placement) of the exam schedule in the Schedule of Classes.

b. Attempt to eliminate some of the historical exceptions that are part of the exam schedule now. For example, Chemistry 1A is always held on Monday, regardless of its class meeting time. This would possibly help reduce the number of exam groups.

c. Institute a system of rotating exam groups. This would eliminate the situation in which certain classes always have the same exam time (e.g., foreign languages on Friday).

d. Explore with the Academic Senate the possibility that exams be given in the regularly assigned classroom unless the professor specifically requests a larger room to allow for alternate seating.

e. Discuss the results of the student survey with campus police to increase their awareness of the problems.

f. Especially in Fall and Winter Quarters, begin Humphrey-Go-Bart home delivery at 8:00 p.m. during exam week. It now begins at 10:00 p.m. Also, an expanded service area might be developed for these nights.

FEASIBILITY STUDY TO ELIMINATE
NIGHT FINAL EXAMINATIONS

Introduction

In the first phase of this project other colleges and universities around the country were surveyed to determine their methods of scheduling final exams. Inquiries were sent to 31 schools chosen on the basis of their similarities to UC Berkeley in size, urban location, and/or using the quarter system. The results of this survey showed that most other schools use a system, similar to ours, in which a special period is set aside for final examinations, and each exam group is tied to the regular class hour, for example, classes held MWF at 8:00 a.m. are all in the same exam group. Schools on the semester system seem to have the least difficulty with their finals schedules; generally, they have a much longer exam period (e.g., eleven days at Harvard). Another group of schools has a shorter time for each final (University of Illinois-Chicago Circle, two hours; University of Washington, one hour and fifty minutes); others have much less time betwen exam groups (Ohio State, twelve minutes; Michigan State, fifteen minutes).

UCLA has the situation which is most similar to ours; they complete all examinations in five days, with the last exam finished at 6:00 p.m. each day. There are fewer exam groups, with only half an hour between them. Examinations are generally held in the same room as the regular class, so there is less problem finding adequate space. There seems to be a greater chance of "back-to-back" exams and exam conflicts with this sytem, but it does offer some attractive qualities, not the least of which is a longer vacation period which is especially nice during the short break between Winter and Spring Quarters. The most important factor, however, is the opportunity for possible cost savings for the University; the earlier exams are over, the fewer people to house and feed.

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Fall 1977 and Winter 1978 were typical of Berkeley's present method of scheduling finals exams. For those quarters there were seventeen exam groups; fifteen of them were scheduled Mondays through Fridays, 8:00 to 11:00 a.m., 12:30 to 3:30 p.m., and 5:00 to 8:00 p.m. each day. Only morning and afternoon finals were scheduled for Saturdays (two percent of the student/exam units). Four thousand students were scheduled for a weekday exam period, on the average ("student/exam units"). Of the approximately 60,000 student/exam units each quarter, nearly 18,000 (30%) were scheduled for the night finals exam periods (5:00 to 8:00 p.m.).

Darkness and the lack of personal safety in numbers are, of course, the hazards of night finals. Since Berkeley schedules very few evening classes, both hazards hold true on any evening during the year, except in the vicinity of a building where a major evening event has been scheduled. It is dark by 8:00 p.m. during Fall and Winter exam weeks, and it is dusk even at 5:00 p.m. during the Fall quarter finals week. Berkeley is no longer the quiet, residential community it was in the 1940's and 1950's, and the risks of assault and robbery, particularly for women, in little traveled parts of campus are considerable after dusk.

The Office of Admissions and Records staff believe that the elimination of night final examinations would contribute to an improvement in the overall instructional setting. The problem of returning home after an evening final exam, adds to the already high level of stress, especially for women. Final exams present problems not related to other night events on campus. Exams are held in all areas of the campus, many of which are removed from the relatively well-lighted central campus corridors. Students leave exams singly and have difficulty arranging walking groups because of the timing uncertainty. The problems are compounded when the students leave campus to walk, take public

transportation, or drive to their homes. Because night exams are scheduled from 5:00 to 8:00 p.m., students who live on the fringe of the walking area, who might normally drive to the campus at night, are prevented from doing so by the prohibition of on-campus parking for students before 7:00 p.m. Requiring students to walk on campus at night as part of the educational process exposes them to a situation of potential danger and the near certainty of increased anxiety. The danger is present even though campus security has been increased and more emergency call boxes have been installed. Because of these concerns, OAR undertook a study of the feasibility of eliminating night final examinations.

Survey of Other Universities

As indicated earlier, OAR surveyed other universities in the United States to find out how they schedule final exams. We sent approximately thirty letters to large urban campuses resembling Berkeley in varying degrees. The most important finding was that virtually all the institutions surveyed schedule night finals only for evening classes; since the vast majority of public institutions surveyed offer substantial numbers of evening classes, evening security is provided on a year-around basis. The public universities on the quarter system generally schedule at least four two-hour exam periods per day, with a half-hour or less between exams. The University of Chicago and Northwestern Universities, private universities on the quarter system, also have two-hour exams, all given during daylight hours. Only the private universities on the semester system regularly have three-hour exams. Of those institutions surveyed, most public universities (even on the semester system) have two-hour rather than three-hour finals (Appendix I).

Since the project authors believed that any changes in final exam scheduling were constrained by the Berkeley practice of having three hour finals,

and by the need for a relatively short exam period for the quarter system, the only possible solution to the problem of eliminating night finals appeared to be that used by UCLA: A one-week exam period with three three-hour exams per day, beginning at 8:00 a.m. and ending at 6:00 p.m, with only half an hour between exams.

The proposed change in final exams scheduling was submitted to a ten percent sample of ten percent of Berkeley undergraduates via a short questionnaire included in the Spring Quarter 1978 registration packets. Approximately 1,000 students returned the questionnaire; a response rate of 65%.

STUDENT SURVEY

The analysis of the student survey consists of two parts, a statistical analysis by sex of responses to the six closed-ended items on the questionnaire, and a summary of responses to the open-ended question regarding suggestions for finals scheduling.

Statistical Analysis

The central item on the questionnaire was the proposed change in the scheduling of final exams:

> At the present time, exams are scheduled with 1½ hours between exam periods. An alternative plan would reduce this time to one-half hour so that all exams would be over by 6:00 p.m. Which would you prefer?

Fewer than 20% of the respondents preferred "one-half hour between exams, so that exams end at 6:00 p.m." Two-thirds preferred the present system "with 1½ hours between exams, requiring five evening exams." The remainder had no preference.

What accounts for the surprisingly overwhelming preference for the status quo? Although this question is more adequately answered through the summary and analysis of the open-ended responses, analysis of the statistical data does give a few clues to student preference for the status quo. Most important,

proportionately three times as many females as males preferred to end exams at 6:00 p.m. at the cost of reducing the intervals between exams (Table 1).

Are students to whom finals scheduling is more salient more likely to want a change? Three-fifths of both male and female respondents "usually consider the final exam schedule when selecting . . . classes." Among both sexes, considering the exam schedule has no direct impact on preference for finals scheduling methods.

One reason students might prefer the status quo with 1½ hours between finals is the possibility of having two or more finals "back-to-back." Only 22% of the respondents had experienced back-to-back finals during the previous quarter (Winter 1978), but many more had had back-to-back finals in other quarters. For females, the experience of having back-to-back finals during Winter Quarter did not affect the attitude toward finals scheduling changes. But recent back-to-back finals did affect the attitude of males (Table 2). Perhaps for some females the safety factors involved with night finals outweighed the desire to maintain 1½ hour time intervals between exams.

The main reason (ascertainable from this questionnaire) that students might prefer to eliminate night finals is their stated avoidance of night finals in the past. Only 10% of the respondents had "ever decided not to take a class on this campus because it had a night final exam." But there was a substantial difference between males and females in the decision not to take a class because it had a night final (Table 3).

Both males and females who avoided night finals in the past are somewhat more likely than those who have not avoided them to want to reduce intervals between finals so as to end at 6:00 p.m. (Table 4). Both safety and convenience are at issue in the past avoidance of night finals; but subsequent

analysis indicates that for females safety considerations are far more important than the inconvenience of night finals.

The authors hypothesized that proximity to campus and transportation method used by the respondent were important bases of differences in student attitudes toward night finals. Males and females are equally likely to live within five blocks of campus; for both sexes, proximity to campus correlates with a greater adherence to the status quo in finals scheduling. Thus, students who live more than five blocks from campus are somewhat more likely
than those who live close to want to eliminate night finals. A larger proportion of female than male respondents who live some distance from campus take public transportation (Table 5). Females who take public transportation were significantly more likely than those who walk, bicycle, or drive not to take a class requiring a night final (Table 6). For males, there were no differences in avoiding night finals due to transportation mode. It can be inferred that the sizable group of females who take public transportation may feel even greater safety hazards from night finals than females who walk, bicycle, or drive.
Not only do they have to walk to the bus stop, but they also have to wait for the bus in the dark. Grouped by transportation mode, however, the females who had the greatest preference for a change in finals scheduling so as to end by 6:00 p.m. were those who drive to campus (Table 7). This contradictory finding suggests that the question eliciting preference for finals scheduling not only confounds the safety and convenience issues in ending night finals but also, and more importantly, the question does not give students a meaningful choice. One student wrote: "I don't think you will be sure of getting a true consensus of opinion because you offer a very unpopular alternative to the present system."

Summary and Analysis of Students' Suggestions For Changes and Improvements in Exam Scheduling

Studentcomments about class scheduling in general and exam scheduling in particular, were solicited at the end of the questionnaire. About 55% responded to the open-ended question, and a majority of the responses elaborated on the theme that eliminating night finals is not worth the price of reducing the present 1½-hour intervals between finals. Appendix II shows a sample of responses expressing this opinion.

Though some students stated that one hour between finals so as to end earlier would be satisfactory, others wanted at least two hours. Berkeley students take finals very seriously. Finals apparently count for at least half the quarter grade in many courses. Students view finals as a highly competitive and pressured situation.

While a few students suggested extending the number of days allotted for finals, many were anxious to leave for the quarter breaks as soon as possible, especially for summer vacation. Sentiment was equally divided about whether the present finals schedule is better than that which existed prior to 1976 (9:00 a.m.-12 noon, 2:00-5:00 p.m, and 7:00-10:00 p.m.)

Many respondents don't like 8:00 a.m. finals because they're too early compared to the regular living schedule of most students. A few dislike the fact that 5:00 to 8:00 p.m. finals are over the dinner hour. On the other hand, several respondents said they liked ending finals at 8:00 p.m. rather than 10:00 p.m. because they could better study for a morning final the next day.

Security Considerations

There was a consensus among the women--and among a sizable proportion of the men--that it is risky (especially for women) to be on campus after dark. Nearly all of the women who felt that the 1½-hour intervals between finals

should be retained despite the ensuing necessity of night finals went on to suggest measures to increase security at night, or to mention that they did indeed fear the night finals situation.

Common suggestions for increasing security were to arrange informal escorts (usually boyfriends), to use the campus escort service, to ride in carpools, to hold exams close to the perimeter of the campus, to provide better lighting and more police, and to publicize the security measures that are available so that more women will use them.

Only a third as many men as women mentioned the dangers of night finals or suggested the publicity or use of security measures. A dozen, however, were willing to give up their preference for the 1½-hour intervals for the sake of more safety and peace of mind for the women students.

Substantial numbers of respondents suggested solving the problem of the dangers of night finals without giving up the 1½-hour intervals by extending the length of the exam period, making exams shorter than three hours, and allowing students who have night finals to schedule an alternate time, if desired.

It appears that students would feel safest taking finals at night in large groups, such as the large beginning class that has its finals in Dwinelle or Wheeler Hall, or a building in another populated part of the campus.

At least a dozen respondents made each of the following miscellaneous suggestions: (1) have a reading period before finals; (2) eliminate Saturday finals, (3) cut down on the frequent incidence of class conflicts and back-to-back scheduling of finals, either within a department or among closely allied departments; and (4) rotating the exam schedule among class meeting times and departments, e.g., French finals are always given at the end of exam week.

TABLE 1

Preference for the present system vs. a change in finals scheduling, by females and males.

	Females	Males	
Prefer the present system	239 57.9%	411 72.6%	650 66.4%
Prefer the proposed change	122 29.5	63 11.1	185 18.9
No preference	52 12.6	92 16.3	144 14.7
	413 42.2	566 57.8	979 100.0

$p < .0000$

TABLE 2

Preference for the present system vs. a change in finals scheduling, by the experience of back-to-back finals during Winter Quarter 1978, of males and females.

Males	Two B-to-B finals	Three B-to-B finals	No B-to-B finals	
Prefer the present system	99 84.6%	7 58.3%	300 70.4%	407 73.2%
Prefer the proposed change	6 5.1	1 8.3	54 12.7	61 11.0
No preference	12 6.9	4 33.3	72 16.9	88 15.9
	117 21.1	12 2.2	426 76.8	555 100.0

p = .0131

Females	Two B-to-B finals	Three B-to-B finals	No B-to-B finals	
Prefer the present system	52 66.7%	2 40.0%	180 56.3%	234 58.1%
Prefer the proposed change	19 24.4	3 60.0	97 30.3	119 29.5
No preference	7 9.0	0 0	43 13.4	50 12.4
	78 19.4	5 1.2	320 79.4	403 100.0

p = .2454

TABLE 3

The decision not to take a class because it had a night final exam, by males and females.

	Females	Males	
Avoided class with night final	76 18.1%	21 3.7%	97 9.18%
Did not avoid class with night final	343 81.9	546 96.3	889 90.2
	419 42.5	567 57.5	986 100.0

$p < .0000$

TABLE 4

Preference for the present system vs. a change in finals scheduling, by past avoidance of classes with night finals, of males and females.

	Males			Females		
	Avoided class	Did not avoid class		Avoided class	Did not avoid class	
Prefer present system	7 33.3%	400 73.9%	407 72.4%	24 33.3%	214 63.5%	238 58.2%
Prefer proposed change	10 47.6	53 9.8	63 11.2	41 56.9	79 23.4	120 29.3
No preference	4 19.0	88 16.3	92 16.4	7 9.7	44 13.1	51 12.5
	21 3.7	541 96.3	562 100.0	72 17.6	337 82.4	409 100.0
	$p < .0000$			$p < .0000$		

TABLE 5

Transportation modes of respondents who live more than five blocks from campus, by females and males.

	Males	Females	
Walk or bicycle	72 31.7%	51 27.6%	123 29.9%
Public transportation	58 25.6	71 38.4	129 31.3
Drive automobile	97 42.7	63 34.1	160 38.8
	227 55.0	185 45.0	412 100.0

$p < .02$

TABLE 6

Decision not to take a class because it had a night final exam, by transportation mode, for males and females.

	Males			Females		
	Avoided class	Did not avoid class		Avoided class	Did not avoid class	
Walk or bicycle	11 55.0%	382 72.2%	393 71.6%	41 55.4%	227 69.2%	268 66.7%
Public transportation	4 20.0	54 10.2	58 10.6	21 28.4	50 15.2	71 17.7
Drive automobile	5 25.0	93 17.6	98 17.9	12 16.2	51 15.5	63 15.7
	20 3.6	529 96.4	549 100.0	74 18.4	328 81.6	402 100.0
	p = .2080			p = .0219		

TABLE 7

Preference for the present system vs. a change in finals scheduling, by transportation mode, for females.

	Walk or bicycle	Public transportation	Drive automobile	
Prefer present system	175 65.5%	32 48.5%	23 37.1%	230 58.2%
Prefer proposed change	66 24.7	21 31.8	30 48.4	117 29.6
No preference	26 9.7	13 19.7	9 14.5	48 12.2
	267 67.6	66 16.7	62 15.7	395 100.0

p = .0002

Name of University	Sem/Qtr	Exam Length	No. of Exams Per Day	Length of Exam Period	Interval Between Exams	Time Last Final Ends For Day Classes	Number Of Night Classes	Night Finals for Night Classes Only?
UC-Los Angeles	Qtr	3 hrs	3	5 days	30 min	6:00 pm	Very few	Unknown
U. of Minnesota	Qtr	2-3 hrs	4	6 days	30 min	6:00 pm	525/5000	Yes
U. of Illinois, Chicago	Qtr	2 hrs	4	5 days	None	5:50 pm	150/3500	Yes*
U. of Washington	Qtr	1hr 50min	7	5/6 days	10 min	8:30 pm	200	Yes§
Wayne State University	Qtr	2½ hrs	6	5 days	30 min	5:30 pm	600/1625	Yes
University of Chicago	Qtr	2 hrs	4	5 days	30 min	6:00 pm	None	N.A.
Northwestern University	Qtr	2 hrs	3	6 days	1 hr	5:00 pm	None	N.A.
University of Alabama**	Qtr	3 hrs	6	5 days	varies	10:00 pm	Some	Unknown
University of Georgia**	Qtr	3 hrs	4	4 days	1 hr	10:30 pm	Some	Unknown
Michigan State Univ.**	Qtr	2 hrs	6	5 days	15 min	7:45 pm	500/7000	Yes
Ohio State University**	Qtr	2 hrs	4-5	4 days	12 min	7:00 pm	250	Yes
SUNY, Albany	Sem	2 hrs	6	7 days	15-30 min	5:30 pm	Some	Yes
San Francisco State	Sem	2½ hrs	3	6 days	15 min	4:00 pm	Many	Yes
University of Miami	Sem	2 hrs	7	6 days	10 min	6:00 pm	600/2000	Yes
Columbia University	Sem	3 hrs	4	6 days	10 min	7:00 pm	1000/1500	Yes
Georgetown University	Sem	2-2½ hrs	4	9 days	1 hr	6:00 pm	360/1800	Yes
Johns Hopkins University	Sem	3 hrs	2	9 days	2 hrs	5:00 pm	Separate div.	Yes
Harvard University	Sem	3 hrs	2	11 days	2 hrs	5:15 pm	None	N.A.
New York University	Sem	1hr 50min	6	11 days	10 min	5:50 pm	1000/3000	Yes
Tulane University	Sem	4 hrs	2	8 days	1 hr	5:00 pm	Separate div.	Yes
Yale University	Sem	3-3½ hrs	2-3	8 days	1½-2 hrs	10:30 pm	Some	Unknown

APPENDIX I

* Also some combined sections
§ 6:30-8:20 only for classes meeting once per week
** Less urban than Berkeley

APPENDIX II - Students' Comments

A. Comments regarding the importance of retaining 1½ hour intervals between finals, despite dangers of night finals.

Male: "½ hour between finals is much too little time, but I strongly support the development of an alternate system for night finals because of the hazards they offer for women!"

Female: "I do not like night finals and do feel they are a true obstacle to my safety. But I would not be willing to compromise my grades by having only ½ hour between exams. Every quarter (this is my ninth) I have been at Berkeley I have had two finals on the same day--often back to back--and I think only ½ hour break would compromise my grades.

Female: "I have never not taken a class for its night final because there are some required courses which have only a night final, so I have no choice. Even though I hate night finals and I fear for my safety, I do not prefer the alternative plan; perhaps either shortening finals or using more days would help."

Female: "One half hour between exams is not a realistic solution to the problem. Exams are taxing, and a ½ hour break is not sufficient. The solution would be to retain the present system, but also to step up security on campus at night during exams. It is only a week-long period, so I can't see a problem in getting more campus police out there for the safety of students taking night exams. Please consider this solution, rather than cramming exams into a too-short period of time. Escort and shuttle services could also be stepped up during this week--and sufficiently publicized to the students well ahead of time."

Male: "I have never had a night exam. I like the 1½ hours between exams as it now exists. However, if it would reduce the potential of assaults on women at night I would be more than happy to have only one-half hour between exams."

Female: "I don't really care for night exams because of the risk in being on campus after dark. However, if there is one thing I could not stand it would be having two finals with only ½ hour in between. Ugh!!!"

B. Comments regarding dangers of night finals and safety measures needed.

Female: "I am very concerned about night exams and safety. Although I am able to drive to campus, parking is so difficult that I must often park more than 5 blocks from campus. I consider this distance whenever I am on campus at night as terribly risky. I believe strongly that night-time exams should be stopped.

Female: "Final exams are infrequent enough that transportation arrangements can usually be made to avoid walking alone at night. However, this is not the case for regular classes. When I took Chemistry 8A, 8B, for example, discussion sections were held 7 to 10 p.m. I did not attend these because I did not feel safe walking across campus alone at night, even to a nearby car."

Female: " . . .I am of the opinion that night finals are too dangerous for the students in Berkeley."

Female: "While I appreciate your concern about the safety of night exams, I am curious to know why final exams at night deserve your attention more than night classes, people walking home or to their cars after working late at the library, etc. It seems that increasing overall campus safety at night would make more sense than just changing finals schedules."

Male: "I don't like night exams because public transit is less frequent during evening hours. Also, if one has studied sufficiently, 30 minutes should be enough time to relax and get ready for the next exam. 90 minutes only provides additional time for worry."

Male: "The problem with night finals, besides safety, is that by that time of day during finals week most people are tired and not thinking as clearly so the motivation level is low and scores reflect this."

Female: "I myself have no objections to having exams at night. I am fortunate to have a boyfriend who is willing to walk with me to and from night exams. However, most UC women cannot be assured of having someone to walk with. For their sake night exams should be stopped."

Female: ". . .I think proper lighting on campus and accessibility and visibility of campus police during exam times are important."

Female: ". . .I really don't think there is a danger in attending night exams, as long as they're not in obscure parts of campus (i.e., Morgan, LSB, Warren). Places like Hearst, Harmon, and Dwinelle are perfectly safe to walk home from at 8 p.m., particularly if a whole class is leaving at the same time."

Male: "I have personally never felt any hesitance about walking across campus at night. I do understand that it may be a risk for women, but I also know that many women have swallowed their pride and asked me, or the whole class, if anyone was going her way and could join her."

Female: "I strongly support eliminating night exams, whether this means reducing time in between exams, or adding an extra day onto the exam schedule, or whatever. Night exams have caused many women, including myself, to take chances regarding our safety that we would not otherwise take, or have forced us to rely on, and inconvience, our friends or boyfriends. I am glad to see that action is being taken on this matter."

Male: "When I came to UC Berkeley, I was struck by the absence of evening classes. At University of Colorado, Boulder, where I spent my freshman year, evening classes were offered in abundance. They also have a problem with assaults and rapes, but evening classes did not seem to be a factor in the number of assaults. In fact, one could argue it has almost the opposite effect, and serves to discourage assaults. By offering no evening classes, the campus is, in effect, deserted at night, leaving any who find themselves on campus at that time vulnerable to attack."

C. Miscellaneous comments.

Female: "I find it very inconvenient to have the exam scheduled in a room other than the one the calss regularly meets in, yet this seems to be a regular policy. Is this really necessary?"

Female: ". . . It seems that it would be more logical if all classes held at the same time on the same days had the same final time. This way there would be no possibility of having conflicting finals."

Male: "The material covered in a one quarter class does not justify a 3 hour exam."

Male: "I feel the exam length should be shortened to 2 hours. I haven't heard of another UC campus that employs 3 hour finals.

Female: "In the past I have not considered by class schedule or final exam schedule to avoid night labs, night final exams, or even any computer science courses which always mean late nights (2 to 3 a.m.) at school since this is the only time possible to use a terminal. For the last two years I have been attending UCB, they have had lots available that require that I only cross the street that is immediately outside of the electrical engineering building (Cory Hall). If these lots are taken away from the students next year, as was proposed, then this means I would have to walk a long distance in a sparsely lit area to reach my car. Thus I will avoid night labs, exams, and computer science classes. Since exams start at 5 p.m., it is impossible to use on-campus parking."